

CTE Standards Unpacking
International Affairs

Course: International Affairs

Course Description: International Affairs provides an introduction to various forms of government and economic systems. Learners will understand various factors (natural resources, war, culture, environment, etc.) that impact countries and their interrelationships.

Career Cluster: Government and Public Administration

Prerequisites: US Government

Program of Study Application: International Affairs is a pathway course in the Government and Public Administration career cluster, Foreign Service pathway.

INDICATOR #IA 1: Learners will compare and contrast different forms of government used throughout the world and summarize their impacts on societies.		
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Explain how democracies (both presidential and parliamentary) operate.		
SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Explain how different types of autocracies operate.		
Knowledge (Factual): -Characteristics of the various forms of government -Democracies -Parliamentary -Presidential -Autocracies -Sovereignty -Supranational organizations (NATO, EU, UN, NAFTA)	Understand (Conceptual): -Balance of power between the people and the government -Different government structures lead to different outcomes for individuals -The role of constitutions -Understand what is a nation-state -The influences of supranational organizations on nation-states	Do (Application): -Categorize various governments and states -Compare and contrast parliamentary and presidential governments -Categorize autocratic governments -Compare: status of rights, economic development, and/or standard of living in various government structures, etc. -Trace the impact of supranational organizations on a student's life

Benchmarks:

Students will be assessed on their ability to:

- Create their own nation-state
- Write a letter as a citizen from another nation-state
- Write their own constitution
- Debate the value of the United Nations

Academic Connections

**ELA Literacy and/or Math Standard
(if applicable, Science and/or Social
Studies Standard):**

Social Studies:

K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.

9-12.C.1.1 Rationalize the purposes of government throughout world history through the use of compelling questions,

9-12.C.1.2 Summarize the critical similarities and differences in the various forms of government

9-12.C.1.5 Explain the relationship between political ideologies and corresponding economic ideologies and their impact on government systems through the use of compelling and supporting questions

K-12.E.3 Students will analyze the ways government can impact the market.

ELA:

9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

**Sample Performance Task Aligned to
the Academic Standard(s):**

-Research and present nation-states that have a presidential and parliamentary government. **(K-12.C.1, K-12.E, 9-10.W.1)**

-Write a persuasive essay illustrating the “best” form of government. **(K-12.C.1, K-12.E, 9-10.W.1)**

INDICATOR #IA 2: Learners will assess different economic systems (e.g., capitalism, socialism and communism) and their impact on societies.		
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Explain the theoretical principles and practices of capitalism.		
SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Explain the theoretical principles and practices of socialism.		
SUB-INDICATOR 2.3 (Webb Level: 3 Strategic Thinking): Explain the theoretical principles and practices of communism.		
Knowledge (Factual): -Characteristics of capitalism (market driven) -Characteristics of socialism/communism (command economies) -Characteristics of welfare-state economies (mixed economies) --Supranational economic organizations (NATO, EU, UN, NAFTA)	Understand (Conceptual): -The impact of economic systems on individuals, businesses, and societies -How different economic systems interact with one another -Economic systems relate to specific political systems but are not deterministic	Do (Application): -Critique each economic system -Categorize countries based on their economic systems -Trace changes in relationships between economic systems throughout the past
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Create an economic fact sheet for new citizens to your country • Role play as an economist a critical assessment of an economic system • Debate the costs and benefits of NAFTA membership 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Social Studies: K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services	Sample Performance Task Aligned to the Academic Standard(s): -A product timeline that illustrates the various stages of a product's development with particular emphasis on the impact of the government. (K-12.E.4)	

<p>9-12.E.4.1 Compare the general characteristics of communism, socialism, and capitalism</p> <p>ELA:</p> <p>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>-Research and create a culturally sensitive “welcome” document (e.g. poster, pamphlet, etc.) for a newly settled immigrant to the United States. (K-12.E.4, 9-10.W.2)</p>
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<p>INDICATOR #IA 3: Learners will determine cause and effect of how different factors influence countries and regions and their relationships.</p>		
<p>SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Summarize how historical, geographic, religious, and ethnic factors have shaped the major regions of the world (Middle East, Asia, Africa, Russia and former Soviet Republics, Latin America and Europe, North America).</p>		
<p>SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Evaluate how various factors (economic, political, and social) impact cultures.</p>		
<p>SUB-INDICATOR 3.3 (Webb Level: 2 Skill/Concept): Assess how access to natural resources influences global economic development.</p>		
<p>SUB-INDICATOR 3.4 (Webb Level: 2 Skill/Concept): Explain how population density, famine, war, and immigration influence world stability.</p>		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Ideologies (nationalism, liberalism, anarchism, socialism, fascism, etc.) -Cultural identities (e.g. locality, religious affiliation, etc.) -Demography (e.g. migration through natural and manmade calamities, etc.) -Resource allocation 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -The impact of natural and manmade calamities on societies and cultures -How economic, political, and social factors impact cultural identities -The role of natural resources in determining a nation’s level of economic development 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Analyze how different regions use available resources to their advantage -Compare and contrast sources of economic, political, and social development between different countries -Differentiate regions of the world based on similar historical, geographic, religious, and ethnic factors

Benchmarks:

Students will be assessed on their ability to:

- Write an alternative history. For example, what would life be like today if the Allies lost WWII? What would life be like today if the European “discovery” of North American had been delayed 100 years? What if the potato famine had not occurred? What if the American colonists had not rebelled from Great Britain?
- Formulate and support a hypothesis of why a certain culture rose up to dominate another (e.g., colonization of Africa)
- Write a paper that identifies the knowledge needed to serve (in foreign service) in a specific region of the world. For example, what would you need to learn in order to be functionally literate to work in China? What about Brazil? Saudi Arabia?

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

Social Studies:

K-12.E.4 Students will explain how different economic systems coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions

K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world’s places and regions.

K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.

K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems

Sample Performance Task Aligned to the Academic Standard(s):

-Research and write a foreign policy recommendation of choice. Advise the United States government on any foreign policy issue. Recommended topics to include: economic systems, characteristics of shared places, the role of the natural environment, and cultural diversity. **(K-12.E.4, K-12.G.3, K-12.G.5, K-12.G.6, K-12.H.4, 9-10.RI.3)**

<p>ELA: 9-10.RI.3 Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.</p>	
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<p>INDICATOR #IA 4: Students will examine the important differences in cultural interactions and how those differences impact communication.</p>		
<p>SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Define culture</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Evaluate and distinguish inter-cultural and intra-cultural interactions</p>		
<p>SUB-INDICATOR 4.3 (Webb Level: 4 Extended Thinking): Analyze the dynamics of interactions between varying cultures (i.e. norms, religious beliefs, mores, etc.)</p>		
<p>SUB-INDICATOR 4.4 (Webb Level: 3 Strategic Thinking): Examine frameworks and barriers that impact intercultural communication.</p>		
<p>Knowledge (Factual): -Intercultural interactions -Types of intra-cultural interactions -Cultural norms, beliefs, and mores of a selected region -Types of intercultural communication</p>	<p>Understand (Conceptual): -The role of cultural norms, beliefs, mores, etc. in intercultural interactions -How culture influences nationalism, liberalism, etc. -The impact of cultural frameworks in interactions between governments, businesses, and individual citizens</p>	<p>Do (Application): -Create a cultural communication plan -Compare and contrast media sources from free press and state-sponsored press states -Identify/analyze a situation where cultural misunderstanding led to a negative foreign policy outcome for the United States</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> Participate in a Culture Fair. Have each student select a people-group and present unique elements from that group's culture including art, dance, food, music, clothing, etc. 		
<p>Academic Connections</p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p>	

<p>Social Studies: 9-12.G.3.1 Analyze the cultural and physical processes that make places unique</p> <p>ELA: 9-10.RI.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>-Research and create a country-specific UN resolution to counteract cultural interactions present in the world today. (9-12.G.3.1, 9-10.RI.1)</p> <p>-You have been selected to work in a given country. Research and present what cultural artifacts will be similar to your background and what artifacts will be new. (9-12.G.3.1, 9-10.RI.1)</p>
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INDICATOR #IA 5: Students will explore and evaluate career options in Foreign and National Service		
SUB-INDICATOR 5.1 (Webb Level: 1 Recall): Identify government and non-government international agencies.		
SUB-INDICATOR 5.2 (Webb Level: 4 Extended Thinking): Evaluate career options in international agencies.		
<p>Knowledge (Factual):</p> <ul style="list-style-type: none"> -Government international agencies (e.g. United Nations, World Bank, NATO, ASEAN) -Non-government international agencies (e.g. Oxfam, CARE International, Doctors Without Borders, Red Cross) 	<p>Understand (Conceptual):</p> <ul style="list-style-type: none"> -The impacts of government and non-government entities -How reliable information is crucial to government entities -The role of communication between a variety of government and non-government entities 	<p>Do (Application):</p> <ul style="list-style-type: none"> -Complete the foreign service officer career track quiz: https://careers.state.gov/work/foreign-service/officer/career-track-quiz/ -Explore the U.S. State Department career page -Explore eligibility requirements for the U.S. State department's student programs: https://careers.state.gov/intern/student-programs/ -Outline the relationship

		between non-government organizations and government organizations
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Write a reflection on your foreign service officer career track score. How does this help you in your career exploration process? Create a career plan for a specific foreign service or Non-governmental position. 		
<i>Academic Connections</i>		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Social Studies: K-12.C.6 Students will describe the elements of how U.S. foreign policy is made and understand the international challenges and influences of the United States government 9-12.C.6.1 Explain the foreign policy process in the United States and give examples of its impact on foreign policy initiatives 9-12.C.6.2 Identify the purpose of various international organizations in which the United States is involved ELA: 9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	Sample Performance Task Aligned to the Academic Standard(s): -Research and present on the role of a foreign service organization, government or non-government entity, during the Cold War. (K-12.C.6, 9-10.W.3)	

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- [Office of the United States Trade Representative \(NAFTA, TPP, etc.\)](#)
- ["What Makes Countries Rich or Poor?" -Jared Diamond](#)
- [UN and Non-Governmental Organizations - A Quick Guide](#)